DOCUMENT RESUME

ED 162 937 SO 011 324

AUTHOR Baker, Dawn S.
TITLE The Effect of Appropriate and Inappropriate In-Class Performance Models on Performance Preference of Third and Fourth Grade Students.
PUB DATE [78]
NOTE 27p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Behavioral Science Research; Comparative Analysis; Elementary Education; *Imitation; Learning Processes; *Modeling (Psychological); *Music Education; Observational Learning; Research Methodology; *Singing; *Student Attitudes; Student Participation; Tables (Data); Vocal Music

ABSTRACT

This study investigated the effect of singing within the elementary school music classroom on (1) students' preference for one of two performances of the same song and (2) students' ideas of "correct" performance. Seventy-five third and fourth graders were concurrently involved in separate experimental groups. One group was taught to sing lullabies and chanties in an appropriate manner: soft and slow for the lullabies, loud and fast for the chanties. The other group was taught to sing the same songs in an inappropriate manner: loud and fast for the lullabies, soft and slow for the chanties. Children in both groups then listened to tape recordings of all the songs and were asked to indicate which renditions they preferred and which they thought were correct. It was found that students' ideas of correct performance were affected by the way songs had been taught in class. Also, students preferred the appropriately-performed chanties over appropriately-performed lullabies. This may be a result of children's preference for loud, fast music in general. (Author/AV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED162937

The Effect of Appropriate and Inappropriate In-Class Performance Models on Performance Preference of Third and Fourth Grade Students

Dawn S. Baker

West Virginia University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dawn S. Baker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

SO-011324

The Effect of Appropriate and Inappropriate In-Class Performance Models on Performance Preference of Third and Fourth Grade Students

INTRODUCTION AND REVIEW OF LITERATURE

Singing is a common elementary school music class activity. Music educators will probably acknowledge, however, that in some cases songs are performed inappropriately, particularly with regard to tempo and dynamics. Many authors (Benn, 1958, 1966; Mursell, 1943, 1958; Madison, 1958; Andrews, 1971; Runkle and Eriksen, 1966; Swanson, 1969; Schubert and Wood, 1964; Raebeck and Wheeler, 1969) have stressed the need for involving students in expressive, musical performances if high standards are to be set; they imply that appropriate in-class performances are an integral component of elementary music education.

Tempo and dynamics have been identified as fundamental components contributing to appropriate, expressive song performance (Farnsworth, 1969; Machlis, 1963; Sidnell, 1973; Landeck, Crook, and Youngberg, 1964; Myers, 1961; Gary, 1967). In certain instances, such as the singing of lullabies and capstan chanties, appropriate tempo and dynamics can be determined by the function of the song. Lullabies are appropriately sung softly and slowly (Swanson, 1969; Farnsworth, 1969); an appropriate performance of a capstan

chantey is loud and moderately fast (Downs and Siegmeister, 1943; Colcord, 1932; Doerflinger, 1972; Hugill, 1969; Lomax, 1939).

Children, however, cannot be held accountable for establishing the correct tempo and dynamic level for their singing; music educators are responsible for establishing high performance standards by leading children in appropriate performances within the normal classroom setting. Frequently, standards of performance are established through a four-step process: (1) the children listen to the teacher sing the song; (2) the children attempt to imitate the teacher's performance; (3) the children rehearse or repeat the performance; (4) at the end of this sequence of instruction, the teacher says or implies, "Good!" This process may be equally effective for an appropriate or inappropriate in-class performance model, which for purposes of this study refers to the collective results of the teacher's and students' singing of a song. "Correct" performance, therefore, may be a learned behavior.

It is also possible that the teaching-modeling process may determine how the students will prefer to hear the song performed; that is, students involved in appropriate in-class performance models may prefer to hear the songs performed appropriately while students who sang inappropriately may prefer to hear inappropriate performances. Many writers (Broudy, 1958; Madsen and Madsen, 1970; de Jager,

1967; Kingsley, 1946; Brueckner, 1945; Remmers, Gage, and Rummel, 1960; Farnsworth, 1969; Lundin, 1967) have indicated that musical preference is learned. A number of investigators (Bartlett, 1973; Schukert and McDonald, 1968; Prince, 1974; Getz, 1966; Bradley, 1972; Evans, 1965; Keston, 1954; Huebner, 1976; Trammell, 1976; Greer, Dorow, Wachhaus, and White, 1973; Dorow, 1973; Kuhn, 1972; Duerksen, 1972; Radocy, 1976; Greer, Dorow, and Randall, 1974; Blyler, 1960) have attempted to identify various factors which affect musical preference. However, a review of related literature has revealed no investigations of the effect of in-class performance models on preference or of factors which influence elementary students' performance preference.

Purpose of the Study

The study focused on three areas of investigation: (1) the effect of appropriate and inappropriate in-class performance models, of sex, and of song-type on performance preference, (2) the effect of the in-class performance models on children's indications of "correct" performance and on individual performance of songs sung in class, and (3) correlations between verbal and behavioral preference indications and between "correct" and "like" responses.

The null hypotheses tested were:

1. There will be no difference between students involved in appropriate in-class performance models and

students involved in inappropriate in-class performance models on performance preference.

2. There will be no difference between the performance preferences of boys and girls.

3. There will be no difference between children's preference for appropriately performed lullabies and their preference for appropriately performed capstan chanties.

4. There will be no difference between students involved in appropriate in-class performance models and students involved in inappropriate in-class performance models on their indications of which renditions are "correct."

5. There will be no difference between students involved in appropriate in-class performance models and students involved in inappropriate performance models on tempo and dynamics of individual performances.

6. The correlation between children's verbally indicated and behaviorally demonstrated preferences will not be significantly different from zero.

7. The correlation between children's indications of which performances are "correct" and their verbal indications of which performances they like to hear will not be significantly different from zero.

METHODOLOGY

Two concurrent experiments were initiated: Experiment A, involving 39 fourth grade students, and Experiment B,

involving 36 third graders. Students in each of the experiments were assigned to one of two in-class performance model treatment groups: (1) Class A (Appropriate), or (2) Class I (Inappropriate). During the seven lessons taught by the experimenter, Class A sang three lullabies softly at ♩ = 56 and three capstan chanties loudly at ♩ = 96; Class I sang the same three lullabies loudly at ♩ = 96 and the chanties softly at ♩ = 56.

A master tape was made of appropriate and inappropriate performances of each of the six songs. The same female performed all the unaccompanied renditions. Tapes used in both the treatment and measurement aspects of both experiments were dubbed from the master tape.

Four additional controls were applied: (1) the amount of time spent singing fast/loud and slow/soft music; (2) the number of times each song was performed; (3) the teacher approval/disapproval ratio for Class A and Class I; and (4) consistency in teaching approach as much as is possible within a realistic situation.

In experiment A, verbal and behavioral measures of performance preference were used: (1) verbal ratings on a four-point like-dislike continuum and (2) amount of time spent listening as measured by the chart recorder component of the Music Selection Recorder (MSR). In both cases, the students were presented with two taped performances of the same song; one performance was appropriate and the other was

inappropriate. A three-way analysis of variance with repeated measures on the song-type factor was used to determine the effect of the in-class performance models, sex, and song-type on performance preference. Neuman-Keuls Multiple Range Comparisons were used to specify significant interactions. In Experiment B, only the verbal rating was used. The three-way ANOVA was again applied.

Regarding the model effects, students in both treatment groups in Experiments A and B listened to excerpts of appropriate and inappropriate performances and indicated "correct" or "incorrect" for each performance. Fourth grade students individually performed one lullaby and one chantey, and tempo and dynamics were compared between treatment groups. The effect of the in-class performance models on students' ideas of "correct" performance and on their individual performances were determined through separate t test computations.

The Pearson Product Moment Correlation was employed to determine the relationship between fourth grade students' verbal and MSR indications of performance preference. A point biserial correlation was employed to determine the "correct"/"like" relationship of the third and fourth grade students.

RESULTS AND DISCUSSION

The results are presented to reflect the major emphases of the study: (1) factors affecting performance preference;

(2) effects of appropriate and inappropriate in-class performance models; and (3) correlations between verbal and behavioral preference indications and between "correct" and "like" responses.

Factors Affecting Performance Preference

Table 1 presents posttest results of Experiment A students' verbal indications for preference of appropriately performed lullabies and chanties.

Insert Table 1 about here

The results indicate that the verbal preference responses of the students in Class A were not different from the verbal preference responses of the students in Class I; the in-class performance models had no significant effect on performance preference. The results do indicate a significant difference between the preferences of boys and girls, and a significant song-type preference difference.

The MSR posttest results conflict with the verbal posttest indications regarding the effect of the in-class performance model and sex. The MSR posttest results are presented in Table 2.

Insert Table 2 about here

Although students did not verbally indicate a preference for hearing the songs performed in accordance with their in-class performance models, when they were presented with appropriate and inappropriate renditions of the songs, the amount of time students in Class A spent listening to appropriate performances was significantly greater than the amount of time students in Class I spent listening to appropriate performances. Students' verbal responses had resulted in preference differences between boys and girls; a sex difference is not apparent in the MSR results. Regarding song-type preference differences, the MSR indications do concur with students' verbal indications; they preferred hearing appropriately performed chanties rather than appropriately performed lullabies.

Experiment B posttest results, presented in Table 3, reveal the effect of the in-class performance models.

Insert Table 3 about here

Students in Class A indicated a greater preference for hearing appropriate performances than did students in Class I. The ANOVA also indicates a significant difference in song-type preferences, with appropriately performed chanties being preferred over appropriately performed lullabies.

It was concluded that performance preference was affected by the in-class performance models. Conflicting Experiment A verbal and behavioral measure results seem to be due to instrument differences, with the MSR measure probably being a more valid measure of performance preference than verbal continuum indications; although nondiscrimination between the two performances could result from students' verbal responses, the MSR forced a performance preference decision. Verbal result differences between experiments may be due less to treatment differences than to the age variation between the groups.

It was concluded that as no significant difference was apparent in pretest results and a significant model/sex interaction resulted from the MSR posttest measure, the sex difference was intertwined with the model effects; girls appeared to be more easily influenced by the treatment sessions. It is possible that boys reacted adversely to the trained female voice used on independent and dependent variable tapes; results may have been different had a male voice been used.

The students preferred the fast/loud appropriate chantey performances over the slow/soft lullaby performances; the actual song-type seems to have had little, if any, influence on the students preferences. When preferences for fast/loud performances (appropriate chanties and inappropriate lullabies) were compared with preferences for slow/soft perfor-

mances (appropriate lullabies and inappropriate chanties) students were found to prefer the fast/loud music.

Effects of Appropriate and Inappropriate In-Class Performance Models

Table 4 presents the t test results of the fourth grade Class A and Class I comparisons of students' indications of the "correct" way to perform the song.

Insert Table 4 about here

The significant difference between Class A and Class I responses reflect the influence of the in-class performance models. Of the six appropriately performed songs, Class A members indicated a mean of five as being correctly performed, while members of Class I accepted the inappropriate in-class performance model and indicated a mean of only 2.26 of the appropriately performed songs as being "correct."

The third grade Experiment B results, presented in Table 5, are even more pronounced.

Insert Table 5 about here

Third graders in Class A obtained a mean of 5.39 out of a possible score of six in correctly identifying appropriately

performed lullabies and chanties. However, Class I's mean of .83 indicates acceptance of their incorrect in-class performance model.

The findings indicate that the way the students sang the songs in class affected the way they thought the songs should be performed. Performances did not have to be musically appropriate in order for children to consider them "correct;" the children as readily accepted the inappropriate renditions as they did the appropriate ones. Music educators' appeals for expressive, musically appropriate performances beginning in the elementary school appear to be well founded.

Class A members performed lullabies significantly slower ($t = -2.22$; $df = 38$; $p < .05$) and chanties significantly faster than Class I members ($t = 2.81$; $df = 38$; $p < .05$); however, there was no difference in the dynamic levels of the performances. It was concluded that the results may be due less to the effect of the in-class performance models than to the students' individual reactions to the testing situation. Individual performance was new to these students and many appeared ill-at-ease. Though a few confident students performed with seemingly purposeful attention to tempo, 20 of the 39 participants performed both songs at tempi faster than either performance model. Curiously, the Class A tempo means for lullabies and chanties differed in the direction of their models, but Class I sang both song-types at approximately the same speed.

Correlations

The Pearson Product Moment Correlation was used to determine two Experiment A posttest verbal/behavioral preference correlations: (1) verbal preference indications for appropriate performances vs. amount of time spent listening to appropriate performances and (2) verbal preference indications for inappropriate performances vs. amount of time spent listening to inappropriate performances. The correlation results are presented in Table 6.

Insert Table 6 about here

Both correlations are low, but significant. Positive correlations resulted from appropriate/appropriate and inappropriate/inappropriate relationships.

This correlation is lower than previously reported verbal/Operant Music Listening Recorder (OMLR) correlations (Noll and Scannell, 1972; Pantle, 1977). It was concluded that the forced-choice MSR measure may function differently from the free-operant OMLR measure. The lower correlational finding in this study may be due to the difference in instruments. Also, no previous correlational investigation involved children, and nine-year-olds may respond differently from adults.

Table 7 presents the point biserial correlation results between indications of "correct" performance for appropriate

performances and verbal preference ratings.

Insert Table 7 about here

The results indicate a low, positive correlation between students' indicating that the song performance was "correct" and their indicating that they like the performance.

It was concluded that although the knowledge/enjoyment relationship may seem logical to educators, children's minds may not comprehend the relationship; the abstract thinking necessary to consciously formulate a "correct"/"like" relationship may be beyond their capabilities.

SUMMARY AND CONCLUSIONS

Based on findings of the study, all null hypotheses were at least partially rejected. Regarding the performance preference hypotheses, it was concluded that (1) performance preference can be affected by appropriate or inappropriate in-class performance models, (2) students' sex can influence performance preference because of a difference in boys' and girls' reactions to a trained female voice and degree to which they are molded by the treatment, and (3) students' preference for appropriately performed chanties over appropriately performed lullabies was due less to song-type preference than to preference for fast/loud music over slow/soft music. In regard to the two hypotheses concerning the

effects of the in-class performance models, it was concluded that (1) students' ideas of "correct" performance are affected by the way songs are performed in class, and (2) individual performances may be affected by in-class singing, although this study's findings are questionable due to students' reactions to the testing situation. Based on findings concerning the two correlational hypotheses, it was concluded that (1) the lower-than-expected correlation between verbal and behavioral preference indications may be due to either the use of the MSR, rather than an OMLR, or to uniqueness of children's, as opposed to adults', responses, and (2) the low correlation between students' "correct" and "like" responses may be due to children's lack of comprehension of the potential relationship between appropriateness and preference.

REFERENCES

Andrews, F. M. Junior high school general music. Englewood Cliffs, N. J.: Prentice-Hall, 1971.

Bartlett, D. L. Effect of repeated listenings on structural discrimination and affective response. Journal of Research in Music Education, 1973, 21, 302-317.

Benn, O. A. A message for new teachers. In N. B. Henry (Ed.), Basic concepts in music education: The fifty-seventh yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1958.

Benn, O. A. Excellence in Elementary music programs. In B. C. Kowall (Ed.), Perspectives in music education: Source Book III. Washington, D. C.: Music Educators National Conference, 1966.

Blyler, D. The song choices of children in the elementary grades. Journal of Research in Music Education, 1960, 8, 9-15.

Bradley, I. L. Effect on student musical preference of a listening program in contemporary art music. Journal of Research in Music Education, 1972, 20, 344-353.

Broudy, H. S. A realistic philosophy of music education. In N. B. Henry (Ed.), Basic concepts in music education: The fifty-seventh yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1958.

Brueckner, L. J. Factors conditioning the development of attitudes. Journal of Educational Research, 1945, 38, 470-473.

Colcord, J. C. Songs of American sailormen. New York: Oak Publications, 1938.

de Jager, H. Listening to the audience. Journal of Research in Music Education, 1967, 15, 293-299.

Doerflinger, W. M. Songs of the sailor and lumberman. New York: MacMillan, 1972.

Dorow, L. G. The effect of teacher approval/disapproval ratios on student music selection behavior and concert attentiveness (Doctoral dissertation, Columbia University,

1973). Dissertation Abstracts International, 1973, 34, 2157A-2158A. (University Microfilms No. 73-25, 157)

Downes, O. & Siegmeister, E. A treasury of American song. New York: Knopf, 1943.

Duerksen, G. L. Some effects of expectation on evaluation of recorded musical performance. Journal of Research in Music Education, 1972, 20, 268-272.

Evans, J. G., Jr. The effect of especially designed music listening experiences on junior high school students' attitude toward music (Doctoral dissertation, Indiana University, 1965). Dissertation Abstracts, 1966, 26, 6760A-6761A. (University Microfilms No. 66-1444)

Farnsworth, P. R. The social psychology of music (2nd ed.). Ames, Iowa: Iowa State University Press, 1969.

Gary, C. L. (Ed.). The study of music in the elementary school--A conceptual approach. Washington, D. C.: Music Educators National Conference, 1967.

Getz, R. P. The influence of familiarity through repetition in determining optimum response of seventh grade children to certain types of serious music. Journal of Research in Music Education, 1966, 14, 178-192.

Greer, R. D., Dorow, L. G., & Randall, A. Music listening preferences of elementary school children. Journal of Research in Music Education, 1974, 22, 284-291.

Greer, R. D., Dorow, L. G., Wachhaus, G., & White, E. R. Adult approval and students' music selection behavior. Journal of Research in Music Education, 1973, 21, 345-354.

Huebner, M. A. The effect of three listening methods and two tempi on musical attitude of sixth-grade students. Unpublished doctoral dissertation, University of Maryland, 1976.

Hugill, S. Shanties and sailors' songs. New York: Praeger Publishers, 1969.

Keston, M. J. An experimental value of two methods of teaching music appreciation. Journal of Experimental Education, 1954, 22, 215-226.

Kingsley, H. L. The nature and condition of learning. Englewood Cliffs, N.J.: Prentice-Hall, 1946.

Kuhn, T. L. The effect of teacher approval and disapproval on attentiveness, musical achievement, and attitude of fifth grade students (Doctoral dissertation, The Florida State University, 1972). Dissertation Abstracts International, 1972, 33, 1188A. (Universtiy Microfilms No. 72-23, 006)

Landeck, B., Crook, E., & Youngberg, H. C. Making music your own (book 3). Morristown, N.J.: Silver Burdett, 1964.

Lomax, A. Recording of Richard Maitland singing chanties at sailors' Snug Harbor, Staten Island, New York, 1939. On American sea songs and shanties, ed., Duncan Emrich, issued for the Collection of the Archives of American Folk Song, The Library of Congress, L. P. Record L26.

Lundin, R. W. An objective psychology of music (2nd ed.). New York: Ronald Press, 1967.

Machlis, J. The enjoyment of music: An introduction to perceptive listening. New York: W. W. Norton, 1963.

Madison, T. H. The need for new concepts in music education. In N. B. Henry (ed.), Basic concepts in music education: The fifty-seventh yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1958.

Madsen, C. K. & Madsen, C. H., Jr. Experimental research in music. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

Myers, L. K. Teaching children music in the elementary school (3rd ed.). Englewood Cliffs, N.J.: Prentice-Hall, 1961.

Mursell, J. L. Growth processes in music education. In N. B. Henry (Ed.), Basic concepts in music education: The fifty-seventh yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1958.

Mursell, J. L. Music in American education. New York: Silver Burdett, 1943.

Noll, V. H. & Scannell, D. P. Introduction to educational measurement. Boston: Houghton Mifflin, 1972.

Pantle, J. E. The effect of teacher approval of music on student music selection behavior. Unpublished doctoral dissertation, University of Maryland, 1977.

Prince, W. F. Effects of guided listening on musical enjoyment of junior high school students. Journal of Research in Music Education, 1974, 22, 45-51.

Radocy, R. E. Effects of authority figure biases on changing judgments of music events. Journal of Research in Music Education, 1976, 24, 119-128.

Raebeck, L. & Wheeler, L. New approaches to music in the elementary school (2nd ed.). Dubuque, Iowa: Wm. C. Brown, 1969.

Remmers, H. H., Gage, N. L. & Rummel, J. F. A practical introduction to measurement and evaluation. New York: Harper and Brothers, 1960.

Runkle, A. & Eriksen, M. L. Music for today's boys and girls: Sequential learning through the grades. Boston: Allyn and Bacon, 1966.

Schubert, I. & Wood, L. The craft of music teaching. Morristown, N. J.: Silver Burdett, 1964.

Schuckert, R. F. & McDonald, R. L. An attempt to modify the musical preferences of preschool children. Journal of Research in Music Education, 1968, 16, 39-45.

Sidnell, R. Building instructional programs in music education. Englewood Cliffs, N. J.: Prentice-Hall, 1973.

Swanson, B. R. Music in the education of children (3rd ed.). Belmont, Cal.: Wadsworth, 1969.

Trammell, P. T. Developing positive attitudes toward music in middle school students through variation of approaches to listening experiences. Paper presented at the National Convention of the Music Educators National Conference, Atlantic City, N. J., March 1967.

Table 1

ANALYSIS OF VARIANCE SUMMARY TABLE COMPARING IN-CLASS PERFORMANCE MODELS, SEX, AND SONG-TYPE ON POSTTEST VERBAL PREFERENCE MEASURE OF FOURTH GRADE STUDENTS

Source of variation	SS	df	MS	F
Between Subjects	168.06	33		
Model (M)	11.53	1	11.53	2.56
Sex (S)	19.00	1	19.00	4.22*
MS	2.41	1	2.41	.54
Subjects within groups	135.12	30	4.50	
Within Subjects	143.00	34		
Song Type (T)	68.00	1	68.00	30.91**
MT	2.12	1	2.12	.96
ST	6.44	1	6.44	2.93
MST	.32	1	.32	.15
T x subj. w. groups	66.12	30	2.20	

*p<.05 **p<.01

Table 2

ANALYSIS OF VARIANCE SUMMARY TABLE COMPARING IN-CLASS PERFORMANCE MODELS, SEX, AND SONG-TYPE ON POSTTEST MSR PREFERENCE MEASURE OF FOURTH GRADE STUDENTS

Source of variation	SS	df	MS	F
Between subjects	22,636.25	33		
Model (M)	4,761.19	1	4,761.19	10.99*
Sex (S)	618.43	1	618.43	1.43
MS	4,259.00	1	4,259.00	9.83*
Subjects within groups	12,997.63	30	433.25	
Within subjects	166,284.50	34		
Song Type (T)	97,964.13	1	97,964.13	48.30*
MT	6,542.47	1	6,542.47	3.23
ST	381.20	1	381.20	.19
MST	552.01	1	552.01	.27
T x subj. w. groups	60,844.67	30	2,028.16	

*p<.01

Table 3

ANALYSIS OF VARIANCE SUMMARY TABLE COMPARING IN-CLASS PERFORMANCE MODELS, SEX, AND SONG-TYPE ON POSTTEST VERBAL PREFERENCE MEASURE OF THIRD GRADE STUDENTS

Source of variation	SS	df	MS	F
Between subjects	273.37	35		
Model (M)	136.12	1	136.12	35.36*
Sex (S)	9.50	1	9.50	2.47
MS	4.56	1	4.56	1.18
Subjects within groups	123.19	32	3.85	
Within subjects	87.50	36		
Song Type (T)	25.68	1	25.68	17.59*
MT	7.35	1	7.35	5.03**
ST	3.50	1	3.50	2.40
MST	4.32	1	4.32	2.96
T x subj. w. groups	46.65	32	1.46	

*p<.01 **p<.05

Table 4

t TEST COMPARISON OF NUMBER OF APPROPRIATE PERFORMANCES FOURTH GRADE STUDENTS INDICATED AS BEING "CORRECT"

Group	n	$\bar{X}$	s.d.	t	p
Class A	20	5.00	1.30	4.98*	<.01
Class I	19	2.26	2.05		

Table 5

t TEST COMPARISON OF NUMBER OF APPROPRIATE PERFORMANCES THIRD GRADE STUDENTS INDICATED AS BEING "CORRECT"

Group	n	$\bar{X}$	s.d.	t	p
Class A	18	5.39	1.33	10.86*	<.01
Class I	18	.83	1.15		

Table 6

CORRELATION BETWEEN VERBAL AND BEHAVIORAL POSTTEST MEASURES OF PERFORMANCE PREFERENCE

Correlation	n	r_s	p
Appropriate vs. appropriate	39	.32	<.05
Inappropriate vs. inappropriate	39	.39	<.05

Table 7

CORRELATION BETWEEN "CORRECT" INDICATIONS AND POSTTEST VERBAL PREFERENCE INDICATIONS FOR APPROPRIATE PERFORMANCES

Group	n	r_{pbi}	p
Third Grade	216	.31	<.01
Fourth Grade	234	.38	<.01